Group Award Specification for:

Professional Development Award (PDA) in Service Design at SCQF level 7
(for use outwith Scotland)

Group Award code — GT3P 47

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Contents

1 Introduction

This document was previously known as the Arrangements Document. The purpose of this document is to:

♦ assist centres to implement, deliver, and manage the qualification
♦ provide a guide for new staff involved in offering the qualification
♦ inform course managers, teaching staff, assessors, learners, employers, and Higher Education institutions of the aims and purpose of the qualification
♦ provide details of the range of learners that the qualification is suitable for and the progression opportunities

Rationale for the development of the award

Service design is a multi-disciplinary field that helps organisations see their services from a customer perspective. Organisations across the world are increasingly recognising the value of service design in putting people at the heart of thoughtfully designed activities, processes, and experiences. Purposefully designed services put the needs of the people who use them first.

The Scottish Government's initiative 'The Scottish Approach to Service Design' highlights the need for both national and local government to build service design capacity. UK government departments have, over the last two years, recruited 800 designers in service user experience and related fields, but are now finding it difficult to fill vacancies. Throughout the UK there is a severe shortage of service design expertise.

Scottish Government statistics state that over the next 10 years the demand in Scotland for service designers will increase by 35% with an estimated 17,000 jobs available in both the public and private sector.

Background to the development of the award

To address this skills shortage, Dundee and Angus College has set up a Service Design Academy offering accredited qualifications, online courses, masterclasses, bespoke training programmes, digital learning materials and consultancy services which will be of value to a wide range of organisations. The PDA in Service Design at SCQF level 7 will be one of the qualifications on offer through the Service Design Academy.

Target client groups

This PDA is aimed at several client groups, particularly those already in employment who are looking at change and change management within their organisation, and those who are interested in performance improvement and enhancement with both public and private sectors. It is also aimed as a top-up to those graduates who have a qualification in a specialist subject, as service design methodology can be applied to any sector.

Employment opportunities

This award aims to develop employment skills, enhance employment prospects and begin the process of ongoing professional development. The PDA is designed to provide opportunities for learners to develop the skills that will enable them to:

♦ Feel equipped to apply service design methods and tools in their own professional domain
♦ Increase their creative confidence as a service designer
♦ Improve their career prospects as more employers seek service design skills
♦ Share experience with others in the field, as they network in the world of service design

A search using an online recruitment site in July 2018 revealed around 120 employment positions with a service design ethos with titles which include:

♦ Services analyst
♦ Services support analyst
♦ Services manager
♦ Services operational support manager
♦ Lead services manager
♦ Resource co-ordinator
♦ Service process analyst
♦ Service design assistant
♦ Design procedures author
♦ Change associate (asset management)

Title of the award

The title of the award is Professional Development Award (PDA) in Service Design. This accurately reflects the focus of the award and identifies it as a specialist topic.

The four mandatory units of the PDA all include Service Design in the unit titles and learners will undertake a service design project.

Progression routes

There are currently no specific progression routes in Scotland for service design. However, the achievement of the PDA in Service Design should allow learners to develop in generic qualifications, for example, Management or Project Management or progress to further study in Business Process Management within Further or Higher Education. Furthermore, as the Service Design Academy continues to develop further training programmes and qualifications, there may be opportunities for more specialist progression to and from the PDA in Service Design at SCQF level 7.

2 Qualification structure

The PDA in Service Design is made up of 4 SQA unit credits. It comprises 32 SCQF credit points at SCQF level 7 in the mandatory section. A mapping of Core Skills development opportunities is available in Section 5.3.

The PDA has been levelled at SCQF level 7 as all the units making up the award are at SCQF level 7.

2.1 Structure

Learners must complete the four mandatory units to achieve the PDA in Service Design.

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J5XA	47	Service Design: User Research	1	8	7
J5XB	47	Service Design: Tools and Methods	1	8	7
J5XC	47	Service Design: Co-Design	1	8	7
J5XE	47	Service Design: Project	1	8	7

3   Aims of the qualification(s)

The principal aim of this qualification is to provide learners with the skills and knowledge to research, plan, design, and deliver a co-design project using service design tools and methodologies.

Service design takes a holistic view of a service and breaks it into digestible segments to analyse and improve in order to meet the user's and customer's needs. It can be used to improve an existing service or to create a new service from scratch. Service design tools and methodologies encourage and support a switch in mindset to enable new ways of working collaboratively to enhance services and customer relations.

3.1   General aims of the qualification(s)

In general, the PDA in Service Design will enable learners to:

1   develop knowledge and skills in analysis and planning, design and delivery, reflecting and evaluating
2   develop employment skills and enhancement of learners' employment prospects and professional development
3   facilitate progression within the Scottish Credit and Qualifications Framework (SCQF)
4   develop and support study, research, and interpersonal skills
5   develop strategies for learning and encourage transferable skills (including Core Skills)
6   provide academic stimulus and challenge, and nurturing of an enjoyment of the subject

3.2   Specific aims of the qualification(s)

More specifically, the PDA in Service Design will provide learners with the knowledge and skills to:

1   develop a knowledge of the fundamental tools and methodology used throughout the service design process and the ability to apply these in their own professional domain
2   develop skills in user research by implementing methods to identify the needs of service users and undertaking a small-scale user research project
3   explore how co-design can be developed as an approach that involves service users collaboratively in the service design process
4   understand and apply the techniques of prototyping, increasing confidence as a service designer
5   design, plan and deliver a co-design project

4 Recommended entry to the qualification(s)

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience, or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team as guidance only.

To begin the PDA in Service Design, the learner should ideally have an entry level of SCQF level 5 in the Core Skills as listed in the table below. A range of assessment activities are listed which exemplify the need for this. These will develop the learner's Core Skill profile to SCQF level 6 on completion of the award. The learner would also be required to have the opportunity of working with others in order to achieve this award.

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information would be used to identify whether additional learning support needs should be put in place for learners whose Core Skills profile is below the recommended entry level, or whether learners should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	SCQF level 5	Presentation of information by written, visual and oral means. Creating evaluative content for presentation.
Numeracy	SCQF level 4	Analytical techniques and graphical representations could be applied in the *Service Design: Tools and Methods* unit. Some basic knowledge of statistics may also be applied, as well as quantitative analysis in the results of projects undertaken.
Information and communication technology (ICT)	SCQF level 5	Using technology to research and present information. Using software tools to manipulate graphics. Keeping blogs, photographic or video footage of progress and ideas. Using social media and project management platforms exemplified in the *Service Design: Co-Design* and *Service Design: Project* units.

Problem solving	SCQF level 5	Time management, risk assessment and creating innovative solutions. Skills in analysis and research exemplified in the *Service Design: User Research* unit.
Working with others	SCQF level 5	Collaborating with users and others to gain and organise information.

5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in National Occupational Standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop more generic skills, known as Core Skills, through this qualification.

Service design enables employers to improve existing services. It encourages the use of techniques such as prototyping to encourage creative thinking and thereby deliver new ideas and systems more effectively. Implementing service design processes will deliver an improved and ever-evolving customer experience. In this high-tech world, customers expect more and companies which consider customers the most and cater for their demands will win the market share. This award focusses heavily on designing for the customer experience. It takes learners through the tools and methods of service design to support research and collaboration with users, through to developing co-design projects which would create valuable improvement within the learner's workplace.

There is a growing demand for employees with a service design background. Companies are already beginning to invest more into staff training, making this PDA essential in providing learners with practice and the development of skills they require in order to make a difference.

Skills developed in this qualification that meet employer needs include:

♦ Consideration, communication, and empathy with customers/users.
♦ Research skills informing judgement on the best tools and methods to use in the analysis of a process.
♦ Analytical skills helping to evaluate and discern best practice.
♦ Prototyping skills aiding creativity and helping with walkthrough processes and ideas.
♦ Presentation skills enabling exchange of ideas.
♦ Collaborative creativity and problem solving skills.
♦ Management skills in terms of a project and its associated data.

Working with others is a core part of this award and a good communicator is an asset to an employer, particularly when trying to improve the user experience.

5.1 Mapping of qualification aims to units

Code	Unit title	Aims									
		1	2	3	4	5	6	7	8	9	10
J5XA 47	Service Design: User Research	X	X	X	X	X	X		X		
J5XB 47	Service Design: Tools and Methods	X	X	X	X	X	X	X			X
J5XC 47	Service Design: Co-Design	X	X	X	X	X	X			X	X
J5XE 47	Service Design: Project	X	X	X	X	X	X			X	X

1 Develop knowledge and skills in analysis and planning, design and delivery, reflecting and evaluating.
2 Develop employment skills and enhancement of learners' employment prospects and professional development.
3 Facilitate progression within the Scottish Credit and Qualifications Framework (SCQF).
4 Develop and support study, research, and interpersonal skills.
5 Develop strategies for learning and encourage transferable skills (including Core Skills).
6 Provide academic stimulus and challenge, and nurturing of an enjoyment of the subject.
7 Develop a knowledge of the fundamental tools and methodology used throughout the service design process and the ability to apply these in their own professional domain.
8 Develop skills in user research by implementing methods to identify the needs of service users and undertaking a small-scale user research project.
9 Explore how co-design can be developed as an approach that involves service users collaboratively in the service design process.
10 Understand and apply the techniques of prototyping, increasing confidence as a service designer.
11 Design, plan and deliver a co-design project.

5.2 Mapping of National Occupational Standards (NOS) and/or trade standards

The primary source of relevant standards for the PDA in Service Design award comes from the National Occupational Standards from across many disciplines and cover areas such as design and creative thinking; information systems and their management; business and project management; and user-centred development processes. All of these areas have some commonalities with innovative service design procedures.

The standards which map well to this award include:

1 TECIT 50831 — Implement User-Centred Development Infrastructure Processes
2 TECIT 50841 — Carry Out User-Centred Development Activities
3 TECIT 50851 — Manage User-Centred Development Activities
4 SEMPEO2-64 — Conducting Business Improvement Activities
5 CFAM&LFA5 — Manage Projects
6 SKSD22 — Monitor, research and exploit changing trends and development
7 CCSDES19 — Develop and extend critical and creative thinking skills

The following table summarises the relevant standards that have influenced the design of the PDA in Service Design.

Code	Unit title	National Occupational Standards						
		TECIT 50831	TECIT 50841	TECIT 50851	SEMPE O2-64	CFAM& LFA5	SKSD 22	CCSD ES19
J5XA 47	Service Design: User Research	X	X	X	X		X	X
J5XB 47	Service Design: Tools and Methods	X	X	X	X		X	X
J5XC 47	Service Design: Co-Design		X	X		X		X
J5XE 47	Service Design: Project		X	X	X	X		X

The following table provides examples of mapping of National Occupational Standards to units. This list is exemplary and not exhaustive.

TECIT50841 (Carry Out User-Centred Development Activities)	SEMPEO2-64 (Conducting Business Improvement Activities)	CCSDES19 (Develop and extend critical and creative thinking skills)	CFAM&LFA5 (Manage Projects)
Service Design: User Research (J5XA 47) ♦ Analysis of how users are likely to use a product ♦ Use of investigative methods	*Service Design: Tools and Methods* (J5XB 47) ♦ Understanding and applying tools and techniques used in a systematic improvement ♦ Risk assessment ♦ Improvement/ change planning	*Service Design: Co-Design* (J5XC 47) ♦ Asking questions from different perspectives ♦ Challenging pre-conceptions and assumptions to determine actual constraints in defining a problem for resolution ♦ Involving others in ideas for change and improvement ♦ Changing perspectives and evaluate ideas	*Service Design: Project* (J5XE 47) ♦ Discussing and agreeing key objectives and scope of the proposed project ♦ Developing a project plan ♦ Identifying and putting into place resources ♦ Implementing the plan applying tools and techniques ♦ Delivering objectives ♦ Evaluating project outcomes
Service Design: Co-Design (J5XC 47) ♦ Consultation with users ♦ Modelling the user experience ♦ Delivering an accessible end-product			

5.3 Mapping of Core Skills development opportunities across the qualification(s)

The table below demonstrates whether the Core Skills components developed in each unit are:

E — **Embedded** which means learners who achieve the unit will automatically have their Core Skills profile updated on their certificate.

S — **Signposted** which means learners will be developing aspects of Core Skills through teaching and learning approaches but not enough to attract automatic certification.

The SCQF level is shown in parenthesis.

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
J5XA 47	Service Design: User Research	S(6)	S(6)	S(6)			S(6)	S(6)	S(6)	S(6)	S(6)	S(6)	
J5XB 47	Service Design: Tools and Methods	S(6)	S(6)	S(6)			S(6)	S(6)	S(6)	S(6)	S(6)	S(6)	
J5XC 47	Service Design: Co-Design	S(6)	S(6)	S(6)			S(6)	S(6)	S(6)	S(6)	S(6)	S(6)	S(6)
J5XE 47	Service Design: Project	S(6)	S(6)	S(6)			S(6)	S(6)	S(6)	S(6)	S(6)	S(6)	S(6)

5.4 Assessment strategy for the qualification(s)

Unit	Assessment		
	Outcome 1	Outcome 2	Outcome 3
Service Design: User Research	The evidence for this unit will be created under open-book conditions over an extended timescale. The learner will complete a small project and present the evidence of the process and the outcomes in a portfolio of work. The portfolio can be presented in many formats and include many file types.		
Service Design: Tools and Methods	It is recommended that the unit is assessed holistically where the learner collates a portfolio of evidence as they work through the unit. This can take a variety of formats such as written reports, evidence of participation in topical and organised discussion, creation of wikis, blogs, chat forums and screen captures.		
Service Design: Co-Design	The evidence for this unit will be created under open-book conditions over an extended timescale. The learner will create a portfolio presentation of work which details their participation in the planning and facilitation of a co-design event, including a short evaluation of the process detailing the outcomes of the event.		
Service Design: Project	The unit will take the form of a self-directed project, which can be workplace or community based. It is recommended that the unit is assessed holistically where the learner collates a portfolio of evidence as they work through the unit.		

6 Guidance on approaches to delivery and assessment

The award has been influenced and developed taking into account National Occupational Standards which reflect industry working standards. Notice has also been given to the development of the learners' Core Skills profiles. Consequently, emphasis has been given to collaborative working, creative thinking and problem solving. Centres should therefore ensure that facilities are made available to learners for independent study and group meetings in appropriately equipped facilities.

Maximising the learning and teaching component of unit delivery can be achieved where possible by making use of social networking tools and delivery of learning resources to personal internet appliances such as tablet computers and smartphones. This allows for more flexibility and fluidity in learning activities.

Suggested models for delivery could be:

1 Attending an intensive two day 'boot camp' for each unit, where the learner gains experience working with others, collaborating and learning about users, tools and methods. This is followed up by workplace tasks and online information, guidance, collaborations, submission of evidence and feedback.
2 Completing all work via an online portal and carrying out assignments equivalent to the boot camps, in the workplace. This would include collaboration and submission of evidence and feedback.
3 Workplace training for practical components eg, tutor-led workshops followed up by online delivery, submissions and feedback.

Flexible models of delivery are customer-focussed and in-keeping with the principles of this award. It is good practice to be inclusive and by using the benefits of internet-based tools this can be achieved for all methods of delivery of both this award and the individual units.

6.1 Sequencing/integration of units

The units for the PDA in Service Design are delivered best by following this sequence:

1 *Service Design: User Research*
2 *Service Design: Tools and Methods*
3 *Service Design: Co-Design*
4 *Service Design: Project*

The units can be delivered individually; however, there are essential areas of knowledge, particularly in the *Service Design: User Research* and the *Service Design: Tools and Methods* units, which are required for subsequent units. It would be inadvisable to begin with the *Service Design: Co-Design* or *Service Design: Project* units as the learner would have no knowledge of user analysis or the tools to employ to carry out the project work.

Each unit has a suggested timescale of 40 hours. This can be delivered as a two day intensive workshop followed by completing assignments for each unit within the workplace, then subsequently following online guidance for submission and feedback from assessors.

Some of the content for the *Service Design: User Research* and *Service Design: Tools and Methods* units can be combined. An example would be the use of personas or journey

mapping, which is covered in the *Service Design: Tools and Methods* unit but may also be appropriate to learn about within the *Service Design: User Research* unit. It can then be applied in the *Service Design: Co-Design* and *Service Design: Project* units.

Depending on the method of delivery chosen there may be opportunities to integrate assessment. An example would be to assess the evidence required for the *Service Design: Tools and Methods* unit with parts of other units. The rationale for this would be to avoid duplication in both marking and assessment submissions.

Due to the variety of ways this award could be delivered, the details of integrating the assessments is left at the discretion of the centre.

6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal, and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may not be used as a method of assessing in the following types of units and assessments:

♦ SQA Advanced graded units
♦ course and/or external assessments
♦ other integrative assessment units (which may or not be graded)
♦ certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit
♦ where there is an existing requirement for a license to practice
♦ where there are specific health and safety requirements
♦ where there are regulatory, professional, or other statutory requirements
♦ where otherwise specified in an assessment strategy

More information and guidance on the recognition of prior learning may be found on our website: www.sqa.org.uk.

The following sub-sections outline how existing SQA unit(s) may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

6.2.1 Articulation and/or progression

There are no formal articulation agreements for this award. Progression from this award could be to National qualifications in a related area such as Business Management or Information and Communication Technology. However, the award lends itself to assist in any knowledge area or industry that tries to meet the needs of clients or customers. There are many areas which would benefit from the skills developed in this award particularly those who promote a user-centred design approach to system improvement. The main benefit of this award would be to the current area in which the learner was already employed.

6.3　Opportunities for e-assessment

There are many opportunities for e-assessment in these awards, for example:

♦ Collation of e- presentation portfolios according to a given brief
♦ Collation of photographic and/or video content to support open-book assessment
♦ Tools for collaborative project management to evidence outcomes
♦ Formative quizzes
♦ Use of blogs, to evidence outcomes

6.4　Supporting materials

No Assessment Support Packs (ASPs) have been developed for this qualification.

6.5　Resource requirements

Since collaboration and working with others is essential to this award, centres should ensure that opportunities for this are provided irrespective of the mode of delivery. Other resources essential to this award include internet access to participate in social media and other online tools. If materials are hosted on a learning portal, then access should be easily available to learners. Email accounts are also essential for distance learning and tutor feedback. Physical resources would include suitable learning spaces for both individual study and collaborative work. Paper, flip charts, post-its, pens, cameras and video equipment should also be available.

7   General information for centres

Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Internal and external verification

All instruments of assessment used within these group awards should be internally verified using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk).

8   Glossary of terms

Embedded Core Skills: The assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

♦ Candidates may not be entered for the group award.
♦ The group award will continue to exist only as an archive record on the Awards Processing System (APS).

Lapsing date: When a group award is entered into its lapsing period, the following will apply:

♦ The group award will be deleted from the relevant catalogue.
♦ The group award specification will remain until the qualification reaches its finish date, at which point it will be removed from SQA's website and archived.
♦ No new centres may be approved to offer the group award.
♦ Centres should only enter candidates whom they expect to complete the group award during the defined lapsing period.

SQA credit value: The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching, and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF, visit the SCQF website at www.scqf.org.uk.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one SQA Advanced unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. SQA Advanced Certificates and SQA Advanced Diplomas are available at SCQF levels 7 and 8, respectively. SQA Advanced units will normally be at levels 6–9 and graded units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Subject unit: These contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Signposted Core Skills: These refer to opportunities to develop Core Skills in learning and teaching, but are not automatically certificated.

9   History of changes

It is anticipated that changes will take place during the life of the qualification, and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA Connect to confirm that they are using the most up-to-date qualification structure.

NOTE: Where a unit is revised by another unit:

♦ No new centres may be approved to offer the unit which has been revised.
♦ Centres should only enter candidates for the unit which has been revised where they are expected to complete the unit before its finish date.

Version number	Description	Date

Acknowledgements

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of SQA Advanced Qualifications.

Further information

Call SQA's Customer Contact Centre on 44 (0) 141 500 5030 or 0345 279 1000. Alternatively, complete our Centre Feedback Form.

10 General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

Throughout the world, organisations are recognising the value of service design in putting people at the heart of thoughtfully designed activities, processes and experiences. Whether used in public services, large businesses or new start-ups, service design adds value, improves collaboration and makes work more efficient, effective and fulfilling.

Service design has the power to transform services and communities, enabling organisations to deliver new levels of value to their users and clients. From social enterprises to new business ventures, from social innovation to creating new service models, the service designer will call on a wide range of skills.

In this Professional Development Award (PDA) in Service Design you will develop skills so that you:

♦ Feel equipped to apply service design methods and tools to your own professional domain
♦ Increase your creative confidence through service design
♦ Improve your career prospects as more employers seek service design skills
♦ Share experience with others in the field, as you network in the world of service design

This award is suitable for those already in employment or working for a charitable or public sector area where change could be implemented to improve services for users of those services. This award will provide you with the opportunity to learn how you can implement changes while keeping users at the heart. There are no prior qualifications needed for this award, but you should have a creative mind, an enthusiasm for problem solving and the ability to work with others and alone to complete assignments. You will also need access to the internet.

It would be beneficial for you to participate and collaborate with others also undertaking this award. During this award you will be asked to collate and present work you have completed in workshops or in your own workplace. Access to mobile technology to capture photographic images and video is essential.

Once you have learned about service design, completed a small user research project and presented your findings, you will then undertake a project of your own which is relevant to your workplace or an organisation familiar to you.

This award provides a sound foundation to the principles and practice of service design, which is a highly sought-after skill for many employers and may assist your chances of promotion in your workplace. The award can also lead on to future study in this area or related areas.